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Office Hours:

Tuesday/Thursday 12:30 to 1:30 and by arrangement, including after class when feasible.
Please make an appointment for time *and* location (sometimes we will meet in the classroom)

Summer 2015

8 week course, June 2, 2015 –July 23

ENGLISH 110: Accelerated Composition

Section 501, CRN: 23917

Room: Health Sciences 103

Tuesdays and Thursdays, 1:30 to 4:15

Course Description

Students in this course learn to read strategically and to make informed, purposeful writing decisions to respond to varied writing situations and audiences. To become versatile, independent writers, you must learn to analyze a variety of writing situations and to respond with the appropriate genres, stances, and tones. Not only will you be asked to produce essays but you may also be asked to write reports, proposals, responses, PowerPoints or Prezis, or annotated bibliographies to prepare for your future college courses and careers. You will also read critically and accurately summarize challenging texts.

Course Objectives

By the end of the semester, students will:

- 1. Identify purpose.** By identifying a central issue or question to address in your writing, you reveal purpose, which is necessary for developing clear, concise thesis statements and topic sentences for readers. If you have a clear purpose when writing, you are much more likely to answer a number of the readers' questions, such as, 1) What is this piece of writing about? 2) Why am I reading this text? 3) What can I learn from this writer?
- 2. Address the audience.** You must establish credibility with the audience by providing evidence, such as statistics, quotations, or examples, to support, explain or persuade. You must also consider audience by clearly expressing points; several ways to do so are by using well-chosen words, appropriate vocabulary, and correct pronouns. Tone and expression must also be appropriate for your intended audience.
- 3. Choose appropriate genres for the writing task.** Genres are types of rhetorical strategies, or ways of presenting information. When writing, you must analyze communication tasks and choose the best strategies, techniques, or methods (genres) to convey written messages. You may choose a variety of genres, such as process, comparison/contrast, classification/division, evaluations, reports, summary, or literary analyses (See Table of Contents in textbook). Some other considerations are organization, structure, and development.

4. Read and analyze material. To be successful writers and thinkers, you should consider a number of perspectives, and read critically, summarize accurately, and/or analyze insightfully. These tasks require you to interpret, evaluate, or synthesize (analyze) a variety of challenging and interesting texts, including famous authors' works, your own texts, and your peers' writing. Revising and editing are an integral part of your being successful in this class.

5. Write good, well-crafted sentences. To be good writers, you are required to write well-constructed, demonstrative, assertive sentences. You should vary structure and avoid fragments, comma splices, run-ons, and mixed constructions. If you are unable to write well-crafted sentences, you may fail the course. Therefore, if you have sentence problems in your writing, seek tutoring immediately.

6. Use correct grammar. Grammatical errors make writing hard to read and result in bad communication. In college courses, the inability to use correct grammar is one reason for failing papers or the course. Therefore, you must demonstrate grammatical competency in these areas: 1) fragments, 2) comma splices/run-ons, 3) pronoun reference and point of view, 4) capital letters, 5) commas, 6) apostrophes, and 7) parallelism. To do so, you must demonstrate competency by passing quizzes and a final examination with a "C" average or higher, and by writing correctly edited papers. If your writing contains grammatical errors, you should seek tutoring immediately.

7. Follow directions. Following directions identifies responsibility and maturity; in other words, following directions accurately and consistently indicates a student will be successful in upper division college classes and in responsible, professional positions (employment) after college. Therefore, you are asked to follow directions by addressing the instructor's questions, including all requirements, and using MLA formatting for citing sources and for word processing writing assignments.

Library Information Literacy Outcomes

1. Students will access LIBROS and find a book relevant to the writing project. Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.
2. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
3. Students will write a correctly formatted Works Cited page.

Course Materials

The following texts are required and may be purchased at the UNM-Valencia Bookstore:

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*, 2nd Edition. New York: W. W. Norton and Company, 2010. Print.

Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford/St. Martin's, 6th ed. 2012. Print.

Kirsznner, Laurie G. and Stephen R. Mandell, eds. *Patterns for College Writing: A Rhetorical Reader and Guide*. 12th ed. Boston: Bedford, 2012. Print.

Grading Policy

Attendance, Participation, and Completion of low-stakes assignments that lead in to the major papers	15%
Average of major papers (must include first drafts)	20%
Final Collected Works (additional to major papers)	15%
Final Grammar Examination	10%
Final Portfolio	40%.

Students may not pass this course without earning a final grade of C or higher. Students who fail to turn in a final portfolio will not pass this course.

Formal Writing and Cover Letters

Writing assignments are due at the *beginning of class* on the date due. Late assignments are subject to having their final grade reduced. Absence from class on the due date does *not* excuse the lateness of your assignment. Allow plenty of time for printing your paper in the computer lab, and/or keep an extra ink cartridge handy if using your own printer.

You will write four formal essays in this class. ALL formal essays and homework assignments must be typed on a word processor or computer-generated and saved as a separate document in order to best facilitate revision. Use a reasonable font and point size (12 pt. Times New Roman is standard). ALL documents should be double-spaced with one-inch margins. Be sure to proofread every paper you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection: a cover letter or answered questions on the back or in Learn. Papers which are handwritten or lack this reflection, when requested, will not be graded.

NOTE: Save ALL the writing you do during the semester. You never know what may prove useful during a revision or what I may require you work with or turn in. When you compose and revise major papers on a computer, periodically print out (in addition to saving electronically) versions of your drafts so that you have a record of its progress. Keep copies for yourself of all major assignments handed in to me. In addition, it is your responsibility to keep *all* drafts that I have commented on for the Final Portfolio.

Final Portfolio

The end-of-semester portfolio consists of writing revised especially for the portfolio review, including a Self-Assessment and final revisions of two of the formal writing assignments. We will spend a considerable amount of time discussing portfolio requirements and working on revision during the latter half of the semester so please stay tuned.

Participation

Participation is dependent on thorough preparation. Preparation requires thoughtfully reading the texts, writing down key points and/or questions, and being willing to share your thoughts and reactions during class discussion. Discussions become difficult and quite boring when all members of the class have not read the assigned texts. **Respect yourself as a necessary member of this community, as well as your fellow classmates, by being prepared every day.** Please note that many in-class writing exercises assume (and depend upon the fact that) you have

read the assigned material. Review your syllabus frequently, and plan your workload accordingly.

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating the attendance policy.
- If you, your instructor, or the Dean of Students initiates a drop after the third week, you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

Plagiarism

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Possible Consequences

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions.

All students suspected of plagiarism will be reported to the Dean of Instruction. The UNM Student Code of Conduct also addresses Academic Dishonesty at <http://pathfinder.unm.edu/policies.htm>.

Deadlines: I expect to receive written assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible; however, expect replacement and/or rescheduled assignments to be more challenging and more lengthy than the original assignments.

Attendance Policy: Attendance is extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities.

If you miss class, you are responsible for keeping in touch with me, and finding out about and making up missed work. I may drop students who miss a class session without being in touch with me, or who do not keep up with the work, or who fail to do the make up assignments (see below). Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, or by not doing silent in class work, you will be dropped.

Make Up Work: Attendance is crucial to your success. While you cannot “get back” the learning you miss out on when you miss class, I want you to get the most out of your semester. I am therefore requiring that, for each class session you miss, you do a Make Up assignment. If you know about the absence ahead of time, talk with me and we can negotiate alternate Make Up assignments. You will have to do this assignment, in addition to other regular assignments, within one week of the day you miss; **if the absence occurs within the second week of class, however, noon on Friday of that week is the very latest you can turn in this assignment, or you will be dropped.** If you miss two days, you’ll be doing two additional assignments, and so on. This requirement stands whatever the reason for the absence, and I do not require notes from physicians, though other instructors may need such notes.

“Extra Credit” or ALTERNATE Credit: I once had a colleague who said, “It’s not an extra credit world.” That may be true, but in this class I am open to your earning some credit in alternate ways. You **must** make a complete, well-revised portfolio that passes the assessment panel, no matter what, but if your grade looks likely to suffer because of missing too many classes/practice writings, I would like to offer two ways to make up that credit to all of you. First, you may attend, and write about, a cultural event on this campus or in Albuquerque. I especially recommend slam poetry events: ask me for details, especially for one now in Valencia County. Second, and for even more credit, you may *perform* at an open mike at a cultural event, in a coffeehouse, or in another venue. You will also need to write about this event—and tell me about it ahead of time, so I can come cheer you on! Additional events on campus—career workshops, study skills workshops, special presentations—can also count: ask me.

Tardiness: Arriving to class late or departing early can count as an absence.

Children on Campus: According to the Catalog, at UNM-Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or

conducting business on campus.” This is an insurance issue and cannot be waived. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.

Respect and Classroom Community: We are all going to write together and get to know each other fairly well, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn from each other.

I would ask especially that we respect each others’ writing, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you have written a rough draft for workshop and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

Technology and Food and Drink: I ask you also to respect this classroom space appropriately. This includes turning off cell phones in the classroom and refraining from social media—on our classroom computers and on hand-held devices—during class time, except when needed for academic purposes. (Cell phones may be set to vibrate if you expect an urgent call, which you may take after stepping outside of the classroom.) I also ask you not to bring in food to our computer lab classrooms. You may, however, bring drinks with screw caps—but take care to keep them away from keyboards.

Special Needs: If you have a documented disability, please provide me with a copy of your letter from Equal Access services as soon as possible to ensure that your accommodations are provided in a timely manner. Pursuant to the Americans with Disabilities Act (ADA), I accommodate special needs and encourage students to discuss their concerns/needs in confidence with me. It is your responsibility to be tested and to provide the appropriate paperwork. To learn more about your rights and responsibilities, you may contact Hank Vigil in Student Services, phone 925-8910.

Office Hours/Tutoring: During my office hours (or by appointment), I am happy to meet with you to discuss your work in this class. Free tutoring is also available on campus through The Learning Center and through Learning Communities/Highway to Success. If you are in OnTrac/TRIO, that is another place you can seek tutoring.